

Scheme of Work

Key Stage 3

Year 8 – Diet and health

Time: 18 hours

Introduction

This scheme of work has been developed to enable pupils to develop and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition, they will consider the factors that affect food choice, food availability and food waste.

Aims

- Pupils will deepen their knowledge and understanding of food and nutrition.
- Pupils will deepen their knowledge food provenance.
- Pupils will further develop their food skills and techniques.
- Pupils will further develop and demonstrate the principles of food hygiene and safety.
- Pupils will deepen and apply their knowledge of consumer food and drink choice.
- Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people.
- Pupils will evaluate and test their ideas and the work of others.

Learning outcomes overview

Through this scheme of work, pupils will:

- recall and apply the principles of *The Eatwell guide* and the 8 tips for healthy eating;
- explain energy and how needs change through life;
- name the key nutrients, sources and functions;
- adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of more complex dishes;
- develop and demonstrate a wider range of food skills and techniques;
- develop and demonstrate the principles of food hygiene and safety in a range of situations;
- explain the factors that affect food and drink choice;
- demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;
- develop and apply their knowledge and understanding of food science;
- apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios;
- track their progress using the [My learning journey booklet](#) (food skills, cooking, nutrition, food provenance, ingredients, and creativity).

Prior learning

Pupils will build on their learning in Year 7: knowledge and skills include:

- describing and applying *The Eatwell Guide* and the 8 tips for healthy eating;
- explaining energy and energy balance, key nutrients, their sources and functions;
- using and adapting recipes;
- using appropriate ingredients and equipment to prepare and cook a range of dishes;
- acquiring and demonstrating a range of food skills and techniques;
- acquiring and demonstrating the principles of food hygiene and safety;
- acquiring and demonstrating a knowledge of the source, seasonality and characteristics of a range of ingredients;
- acquiring and demonstrating the knowledge, understanding and skills needed to engage in an iterative process of planning and making.

Teaching and learning overview

| Lesson | Learning objectives |
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| 1 Lesson plan 1 | To recall the principles of <i>The Eatwell Guide</i> and relate it to their own diet. To list and explain the main nutrients provided by a healthy diet. To explain the importance of hydration. |
| 2 Lesson plan 2 | To develop and demonstrate measuring, knife skills, and using the hob (boiling and simmering) to prepare and cook savoury rice. To develop and demonstrate the principles of food hygiene and safety, focusing on rice, using knives, the kettle (hot water), and the hob. |
| 3 Lesson plan 3 | To describe energy and explain why it is needed. To identify sources of energy in the diet. To describe how energy needs change throughout life. To define energy balance and relate the consequences of imbalance. |
| 4 Lesson plan 4 | To develop and demonstrate measuring, knife skills, grating, cake making, and using the oven (baking) to prepare and cook mini carrot cakes. To develop and demonstrate the principles of food hygiene and safety, focusing on handling eggs, using small pieces of electrical equipment and the hob/oven. To calculate the nutritional content information for a recipe and create a food label for a dish. |
| 5 Lesson plan 5 | To explain the sources, types and functions of protein. To describe the dietary recommendations for protein and how it relates to their diet. To define protein complementation. |
| 6 Lesson plan 6 | To develop and demonstrate knife skills, grating and using the oven (baking) to prepare and cook frittata. To develop and demonstrate the principles of food hygiene and safety, focusing on handling eggs, using knives, grating and the oven. To describe the functions of eggs in cooking. |
| 7 Lesson plan 7 | To develop and demonstrate knife skills, rubbing-in, forming and shaping a dough, and using the oven (baking) to prepare and cook fruit scones. To develop and demonstrate the principles of food hygiene and safety, focusing on using knives, grating and the oven. To explain the term 'seasonality' and how to reduce the waste of fruit, vegetables and bread in the home and at school. |
| 8 Lesson plan 8 | To name the key micronutrients and state why they are needed in the diet. To explain the sources, types and functions of vitamins A, D, B-group (Thiamin, Riboflavin and Niacin) and C. To explain the sources, types and functions of calcium, iron and sodium. To explain the process of gelatinisation in sauce making. |
| 9 Lesson plan 9 | To develop and demonstrate knife skills, using the hob (boiling and simmering), the all-in-one sauce method, and using the grill to prepare and cook tuna pasta bake (or vegetarian alternative). To develop and demonstrate the principles of food hygiene and safety, focusing on using knives, the hob, draining boiling water and the grill. To calculate the nutritional profile and compare the effect of using alternative ingredients. |
| 10 Lesson plan 10 | To identify and explain the factors that affect individual food choice. To investigate the dietary needs of young people To summarise the actions in the school food standards related to school lunches. <i>Note: School food standards are currently under review (April 2020).</i> To consider ways recipes can be modified to meet the nutritional needs of young people. |
| 11 Lesson plan 11 | To develop and demonstrate knife skills, using the hob (frying, boiling and simmering) to prepare and cook chilli con carne (or vegetarian alternative). To develop and demonstrate the principles of food hygiene and safety, focusing on handling and cooking raw meat, using knives, the kettle (boiling water) and the hob. |
| 12 Lesson plan 12 | To develop and demonstrate preparation and cooking of raw meat, knife skills, and using the hob (frying, boiling and simmering) to prepare and cook Rogan josh (or vegetarian alternative). |

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| | To develop and demonstrate the principles of food hygiene and safety, focusing on handling and cooking raw meat, using knives and the hob. |
| 13 Lesson plan 13 | To describe the functions of ingredients used in bread making. To identify varieties of bread and bread products available to the consumer. To explain the sources, types and functions of carbohydrate (including fibre). To describe the dietary recommendations for carbohydrate (including fibre) and how it relates to their diet. |
| 14 Lesson plan 14 | To develop and demonstrate knife skills, forming, kneading and shaping yeast dough, and using the oven (baking) to prepare and cook pizza wheels. To develop and demonstrate the principles of food hygiene and safety, focusing on handling a dough, using knives and the oven. To modify a recipe to create a healthier option. |
| 15 Lesson plan 15 | To plan and create a recipe for a healthier main meal to be served in a leisure venue. To investigate the availability, benefits and drawbacks of locally or regionally sourced food/dishes and/or ingredients. |
| 16 Lesson plan 16 | To develop and demonstrate knife skills, handling and cooking raw turkey, mixing, portioning, shaping, and using the grill to prepare and cook turkey burgers (or vegetarian alternative). To develop and demonstrate the principles of food hygiene and safety, focusing on handling and cooking raw turkey, using knives and the grill. To investigate how and why food is wasted; suggest ways in which food waste can be reduced. |
| 17 Lesson plan 17 | To consolidate and demonstrate knife skills, mixing, using the hob (frying), and assembling to prepare and cook fajitas (or vegetarian alternative). To consolidate and demonstrate the principles of food hygiene and safety, focusing on handling raw chicken, using knives and the hob. To demonstrate the use of a marinade to enhance the flavour of a dish. To explore the considerations necessary for preparing and serving their dish in a leisure venue. |
| 18 Lesson plan 18 | Plenary To appraise and evaluate their learning journey. To evaluate their practical cooking experiences. |

N.B. The recipes that are suggested in the lesson plans may be substituted. However, alternative recipes should provide the same opportunity to meet the practical learning objectives.

A range of recipes can be found here: <https://www.foodafactoflife.org.uk/recipes/>

Resources

- [Food – a fact of life](#)
- [British Nutrition Foundation](#)
- [Food Standards Agency](#)
- [NHS Live Well](#)
- [Love Food Hate Waste](#)

Risk assessment

Appropriate risk assessment will be undertaken prior to work being carried out in a practical food room. Consult BS4163:2014 and local authority and/or school guidance or other resources.

Risk assessment should address the following areas and those specific to the school, level of supervision, pupils and/or environment:

- personal hygiene;
- food safety and storage of ingredients;
- food allergens;
- the use of heat sources;
- the use of sharp and bladed equipment;
- the use of electrical equipment;
- class size and level of supervision.

Further information and resources about good food hygiene and safety practices can be found here:
www.foodafactoflife.org.uk

Differentiated learning outcomes summary

| All pupils will: | Most pupils should: | Some pupils will have progressed further and could: |
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| <p>Carry out 10 hours practical cooking, making a range of dishes.</p> <p>List, develop and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Recall the principles of <i>The Eatwell Guide</i> and relate it to their own diet. Name the nutrients provided by <i>The Eatwell Guide</i> food groups.</p> <p>Explain the importance of hydration.</p> <p>Define energy, state why it is needed and list sources of energy in the diet. Describe how energy needs change through life stages. Define energy balance and describe the consequences of an imbalance.</p> <p>State the main sources of carbohydrate, fat and protein why they are needed in the diet. State the main dietary recommendations for carbohydrate, protein, fat and fibre.</p> <p>List the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron and sodium. List the dietary recommendations for these nutrients and how it relates to their diet.</p> <p>Identify the factors that can affect individual food choice.</p> <p>Create a recipe for a main meal dish to meet a specific context or occasion.</p> | <p>Carry out with precision, 10 hours practical cooking, making a range of dishes adapting or modifying the recipe when required.</p> <p>Explain, develop and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Explain the principles of <i>The Eatwell Guide</i> and relate it to the diet. Name the main nutrients and their functions provided by <i>The Eatwell Guide</i> food groups.</p> <p>Explain the sources and functions of water and the importance of hydration.</p> <p>Define energy, explain why it is needed and identify sources of energy in the diet. Describe and explain why energy needs changes throughout different life stages. Explain energy balance and the consequences of an imbalance.</p> <p>Explain why carbohydrate, protein, fat and fibre are needed in the diet. Name and explain the sources and dietary recommendations for carbohydrate, protein, fat and fibre.</p> <p>Explain the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron and sodium. Describe the dietary recommendations for these nutrients and how it relates to their diet.</p> | <p>Independently carry out with precision, 10 hours practical cooking, making a range of dishes adapting or modifying the recipe as necessary.</p> <p>Describe, develop and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients and manage their implementation independently.</p> <p>Use the principles of <i>The Eatwell Guide</i>, when devising meals and menus for themselves and others. Name the nutrients and their functions provided by <i>The Eatwell Guide</i> food group and recognise that the amount of energy and nutrients provided by food depends on the portion eaten.</p> <p>Explain the sources and functions of water, discuss the importance of hydration and apply the principles to their own diet.</p> <p>Define energy, explain why it is needed and categorise different sources of energy in the diet.</p> <p>Describe and evaluate the energy needs required throughout different life stages. Explain energy balance and the consequences of an imbalance to a range of the population.</p> <p>Name the macronutrients; explain why they are needed in the diet and the consequences of over or under consumption. Explain the sources, functions and dietary recommendations for carbohydrate, protein, fat and fibre.</p> <p>Name the micronutrients; explain why they are needed in the diet. Explain the sources, types and functions of vitamins A, D, E, K, B</p> |

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| | <p>Explain and summarise the factors that affect individual food choice.</p> <p>Plan and create a recipe for a main meal dish to meet a specific context or occasion.</p> | <p>group and C and the minerals calcium, iron and sodium. Describe the dietary recommendations for these nutrients and how it relates to their diet and the diet of others.</p> <p>Explain the factors that affect individuals' food choice and the effects it may have on health.</p> <p>Independently, plan and create a recipe for a main meal dish to meet a specific context or occasion.</p> |
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Note: Apply the assessment strategies in your school.

National Curriculum

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| <p>Design & Technology (focus areas for Year 8 D&T shown in bold)</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge understanding and skills needed to engage in an iterative process of designing and making.</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> ▪ use research and exploration, such as the study of different cultures, to identify and understand user needs ▪ Identify and solve their own design problems and understand how to reformulate problems given to them ▪ Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations ▪ Use a variety of approaches, to generate creative ideas and avoid stereotypical responses ▪ Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools <p>Make</p> <ul style="list-style-type: none"> ▪ Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture ▪ Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties <p>Evaluate</p> <ul style="list-style-type: none"> ▪ Analyse the work of past and present professionals and others to develop and broaden their understanding ▪ Investigate new and emerging technologies ▪ Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups ▪ Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists | <p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Understand and apply the principles of nutrition and health ▪ Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet ▪ Become competent in a range of cooking ▪ Understand the source, seasonality and characteristics of a broad range of ingredients. |
| <p>English:</p> <p>Reading</p> <p>Pupils should be taught to understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries; <p>Writing</p> | |

Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- Summarising and organising material, and supporting ideas and arguments with any necessary factual detail;
- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;
- Pupils should be taught to plan, draft, edit and proof-read through:
- Considering how their writing reflects the audiences and purposes for which it was intended;
- Paying attention to accurate grammar, punctuation and spelling.

Grammar and vocabulary

Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- Using Standard English confidently in their own writing and speech.

Spoken English

Pupils should be taught to speak confidently and effectively, including through:

- Using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
- Giving short speeches and presentations, expressing their own ideas and keeping to the point;
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

Mathematics:

Number

Pupils should be taught to:

- Understand and use place value for decimals, measures and integers of any size
- Order positive and negative integers, decimals and fractions
- Interpret percentages and percentage changes as a fraction or a decimal
- Use standard units of mass, length, time, money and other measures, including with decimal quantities;
- Use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Ratio, proportion and rates of change

Pupils should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass].

Statistics

- Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

Science: Nutrition and digestion

- Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

Energy

Comparing energy values of different foods (from labels) (kJ).

RSE and Health education: (statutory from September 2020)

Healthy eating

Secondary school pupils should continue to develop knowledge specified for primary:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

and cover the specified secondary content:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Physical health and fitness

Secondary school pupils should continue to develop knowledge specified for primary:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

and cover the specified secondary content:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

(Note: there are additional statements for Physical health and fitness in the statutory guidance.)

Health and prevention

Secondary school pupils should continue to develop knowledge specified for primary:

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

and cover the specified secondary content:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

(Note: there are additional statements for Health and prevention in the statutory guidance.)